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ABSTRACT

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. An introductory chapter gives an overview of the guide, provides guidance to the language coordinator in identifying personal professional development needs, and outlines a suggested schedule for language coordinator activities. The second section looks at what a language coordinator's job involves, including sample job descriptions and a sample two-year work plan. The final section focuses on methods for increasing effectiveness in the job, discussing the qualifications needed for a language coordinator to be successful, obtaining resources to support language training, and techniques for adjusting to Peace Corps procedures. (MSE)

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LANGUAGE COORDINATORS RESOURCE KIT

SECTION ONE

THE ROLE OF THE LANGUAGE COORDINATOR

Peace Corps
Information Collection and Exchange (ICE)
ICE Publication Number T0091
February 1998

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LANGUAGE COORDINATORS RESOURCE KIT SECTION 1. THE ROLE OF THE LANGUAGE COORDINATOR

1. INTRODUCTION

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OVERVIEW

SECTION ONE: THE LANGUAGE COORDINATOR'S ROLE

The duties and responsibilities of Peace Corps Language Coordinators (LCs) vary from country to country. In some places the position is a year-round appointment; in others, language coordinators are hired for specific training events such as PSTs (Pre-Service Trainings) or ISTs (In-Service Trainings). In spite of country-to-country differences, all Language Coordinators are involved in the areas of program management, teacher training and supervision, and materials development. Typical responsibilities include the three discussed below.

OVERVIEW OF LANGUAGE COORDINATOR RESPONSIBILITIES

- **PST (Pre-Service Training):** organize and coordinate the language component of the PS Training, integrating it into the overall training design.
- **Language Materials:** develop or coordinate the development of language learning materials for PST and afterwards; ensure ongoing revision of the materials.
- **Continued Language Learning of Volunteers and staff:** organize trainings after PST: ISTs (In-Service Trainings), or language weekends; assist PCVs with finding and communicating with tutors; develop and administer a policy concerning use and reimbursement of tutors and language informants; help both American and local staff with identifying their language learning needs, and help finding tutors.

TRAINING RESPONSIBILITIES

Developing language training materials for Pre-Service Training and designing all the language training for this central event often comprise the main focus of a Language Coordinator's role. It involves:

- Design and implement Pre-Service Training (PST)language program for Trainees.
- Conducting Training of Trainers (TOT) workshops for booth new and experienced language instructors before and during PST on up-dated language teaching techniques appropriate for a competency-based language curriculum. The Language Coordinator may have similar responsibilities for training

cross-cultural trainers.
• Observation/Feedback. Observe classes of language instructors and give feedback on their teaching.
• Develop and implement In-Service Trainings (ISTs). These may be held at a single training site, or in a number of different places. Some LCs travel around the country giving 2-3 day ISTs to Volunteers who live close to one another.

MATERIALS DEVELOPMENT RESPONSIBILITIES

For some Language Coordinators the position involves creating not only training designs, (the scope and schedule of the language training) but also materials development (the curriculum and language learning activities)
Developing materials involves:
• Writing Curricula. Do needs assessments for the language needs of Volunteers and design/revise survival or technical curricula based on results.
• Developing lesson plans and materials. Write lesson plans or teaching materials to support instruction: texts, workbooks, audio tapes, and visual aids.
• Developing self-study materials. Develop materials for Volunteers to use for self-instruction. Some posts use correspondence courses to assist Volunteers in their continuing language study. Audio tapes and workbook materials may be useful. There may also be a need for developing additional materials for use with tutors and tutor training.
• Obtaining or writing teacher resource materials. Write documents such as grammar texts, cross-cultural explanations for teachers, etc. Ensure that there is a collection of resource materials for teachers, Trainees and Volunteers.
• Oversee Cross-Cultural Training and/or integration of Language, Cross-Culture, Health, Safety, and Technical aspects of a PST or an IST.
• Develop TOT design and materials for language TOTs for new staff and experienced instructors.

MANAGEMENT RESPONSIBILITIES

A final important area of responsibility, in addition to developing and implementing the language program, involves your role as a supervisor of others.
As a supervisor, a Language Coordinator needs to:
• Manage the language program (and sometimes the cross-cultural program) for PSTs and ISTs.
• Evaluate Trainees' progress.
• Hire and supervise language staff.
• Manage tutoring programs. Hire, train, and monitor local tutors, or develop materials for the Volunteers to train tutors.

WHAT THIS SECTION CONTAINS

The areas of responsibility discussed above are addressed in separate sections of this manual. This section contains:
• an overview of your job development needs
• sample job descriptions for Language Coordinator positions
• desirable qualifications and characteristics
• tips from Language Coordinators in the field.

WHAT NEEDS TO BE DONE

IDENTIFYING YOUR OWN DEVELOPMENT NEEDS AS A LANGUAGE COORDINATOR

This brief check list will help you assess and prioritize areas of your own expertise you may need to develop in order to be as effective as possible in your job. For each of the job areas listed below select the letter of the response that best describes your own professional development needs:

A. I can do this successfully.
B. I can do this, but could use advice or assistance.
C. I cannot do this, and I need to learn how.
D. This is not part of the language coordinator's job at my post.

Items that you marked with a B or C will probably need further development.

PROFESSIONAL DEVELOPMENT

MANAGEMENT

_____ 1. I have a system for identifying and developing position descriptions for language teaching and materials development

_____ 2. I have a system to recruit, select and train qualified candidates to fill positions in the language program.

_____ 3. I have systems for supervising and evaluating instructors and providing feedback on language teaching and materials development.

CURRICULUM DEVELOPMENT

_____ 4. I have a well-developed curriculum of competencies and sample language that meets Trainees' survival and technical language needs.

_____ 5. I have systems for both needs assessment and follow evaluation

MATERIALS DEVELOPMENT

_____ 6. I have a well-developed set of materials for the language program which includes pre-departure materials, PST materials (student and teacher resource materials), tutoring materials, and materials to support self-directed learning.

PRINCIPLES

7. I am aware of and can communicate to my teaching staff and trainees the relevant issues of:

_____ training and adult learning
_____ communicative language teaching methodologies
_____ techniques for managing a learner-centered classroom
_____ classroom activities that appeal to a range of students with differing learning styles and strategies
_____ relevant strategies for self-directed language learning
_____ basic terminology and resources of language teaching

ASSESSMENT

_____ 8. I have a system for both formal assessment of general proficiency and classroom assessment of specific skills which includes a rationale for why, when, and how this information is being reported

TRAINING

_____ 9. I have developed (or can develop) a variety of training designs for PST, IST, TOT and SDW (Staff Development Workshops) that meet the needs of a variety of participants at post.

_____ 10. I have logistical preparation schedules and training supplies checklists.

_____ 11. I have a system to identify and obtain needed resources for secretarial support, host family orientation, and training equipment and supplies.

____ 12. I have a system for soliciting participant feedback about the effectiveness of the training design and specific sessions.

_____ 13. I have a format for training session designs, and systems for recording and preserving most effective activities and for compiling information for final reports.

_____ 14. For PST training my program design includes: a plan for grouping students and rotating teachers, sessions to encourage self-directed language learning, a range of possible elective courses, and community contact activities.

ON GOING LANGUAGE LEARNING

_____ 15. a system for monitoring and supporting tutoring

_____ 16. materials for tutoring and self-directed learning

TIME LINE

SUGGESTED SCHEDULE FOR LANGUAGE COORDINATOR ACTIVITIES

Peace Corps Language Coordinators have developed this suggested timeline to reflect a typical work cycle for a language coordinator.

LANGUAGE COORDINATOR WORK CYCLE	
THROUGHOUT BUT WITH SPECIAL FOCUS PRIOR TO TRAINING EVENTS	• Conduct site visits of current Volunteers and talk to tutors. • Participate in technical ISTs to work with counterparts. • Send out newsletter.
SIX MONTHS BEFORE VOLUNTEERS ARRIVE	• Assist program managers with developing Volunteer Activity Descriptions (VADs). • Assist program managers in identification, assessment and development of sites.
TWO MONTHS BEFORE VOLUNTEERS ARRIVE	• Send out invitee materials.

ONE TO THREE MONTHS BEFORE VOLUNTEERS ARRIVE	• Review past training reports. Review volunteers' evaluation and recommendation. • Review/research relevant training material, assess needs for new training materials, sessions, etc. • Review and analyze project plans, VADs, Pre-Training Questionnaires (PTQs) and other documents describing Volunteers' job. • Interview PC staff and Volunteers about language program strengths and weaknesses. • With the Training Director interview and select Language Instructors. • Design language TOT. • Design a form for evaluating Language Instructors. Discuss it during TOT. • Review and become familiar with the system for Trainee Language Program evaluation. • Review language materials. • Conduct selection TOT.
THREE WEEKS BEFORE VOLUNTEERS ARRIVE	• Continue reviewing language materials and duplicate needed items. • Review designs for each TOT session. • Conduct TOT for selected teachers (see TOT timeline for more detail).
TWO WEEKS BEFORE VOLUNTEERS ARRIVE	• Meet with other PST coordinators to ensure integration with other components.
ONE WEEK BEFORE VOLUNTEERS ARRIVE	• Continue preparation of training materials. • Be part of team building TOT.
PST (VOLUNTEER ARRIVAL THROUGH SWEARING-IN)	• Coordinate and supervise all activities of the Language Component. • Make sure that independent language learning is sufficiently stressed during PST. • Make sure integration is incorporated in the design. • Assess and evaluate Trainees during and after PST. • Inform new Volunteers about continued language learning policy at post(see PST timeline for more details).

ONE TO TWO WEEKS AFTER SWEARING IN	• Compile the assessment and evaluation materials. • Submit Final Report.
THREE TO SIX MONTHS INTO SERVICE	• Conduct IST according to needs assessment (see IST timeline).
THROUGHOUT VOLUNTEERS' SERVICE	• Assist PCVs with tutors and monitor tutoring program.

USEFUL INFOR-MATION

SAMPLE JOB DESCRIPTIONS FOR LANGUAGE COORDINATORS

These two generic job descriptions both describe typical position requirements for most Peace Corps Language Coordinators. They may not describe your duties exactly, since in some countries Language Coordinators are hired for specific training events, or do not work year-round. But, in general, these descriptions specify the areas of responsibility that usually come with the job. Language coordinators worldwide do all or some of the things listed here.

PST LANGUAGE COORDINATOR

The first sample, developed for the *PATS Manual Training Supplement* describes the duties of Language Coordinators who have been hired for PSTs alone. It offers a basic prototype for the Language Coordinator position that can be adapted to fit a variety of local circumstances.

POSITION SUMMARY

Begin date - ending date
Reports to: Project Director
Coordinates with: All training staff.
Position Summary: Coordinates the production of the language training curriculum and schedule. Designs and conducts the Language Training TOT. Monitors the language training program during the PST. Coordinates the evaluation of the language training program and the assessment of Trainees' performance.

DUTIES:

1. PREPARATION PHASE

- Coordinate the process of designing/revising the language training curriculum and training schedule.
- Interview, select and train language trainers.
- Design and run a 3-5 day Language Instructors workshop (TOT).
- Design/revise an evaluation/feedback instrument for describing instructors' performance.
- Attend and participate in Staff Training, which should include goals and philosophy of Peace Corps training.

concepts of integrated training, time for refining session plans and team building.
• Review and analyze Volunteer task analyses, VAD sheets, pre-training questionnaires and general correspondence to get an up-to-date description of the Volunteers' jobs.
• With Project Director, finalize component training documents for language learning to ensure integration with other components of training.

2. IMPLEMENTATION PHASE:

• Implement plan for language training classes.
• Monitor language classes and provide feedback to each trainer at regularly scheduled intervals.
• Meet regularly with the project director to evaluate trainer and Trainee progress.
• Respond to regular Trainee evaluations of language training.
• Actively participate in staff meetings by making recommendations for training improvements, including staff morale.
• Provide documentation on Trainee performance in language training, in support of decisions to recommend or not recommend each Trainee to become a Peace Corps Volunteer.

3. AFTER TRAINING PHASE:

• Write and submit a final training report using the approved format.
• Compile copies of all language training materials and names of resource persons with recommendations for future use in a way that can be easily referenced for the next training.

QUALIFICATIONS

Minimum Qualifications:
• training in language instruction, methodology, and materials development, or teacher training
• demonstrated academic or other qualifications indicating not only speaking fluency in the required language, but also an appreciation of the language's grammatical structures and the ability to write
• fluency in English
Preferred Qualifications:
• experience with Peace Corps language training

FULL-TIME LANGUAGE COORDINATOR

This second job description is by a group of "full-time" Language Coordinators who were asked to develop a position description that reflects the realities of their year-round jobs.

POSITION SUMMARY

• Be responsible for organizing and/or coordinating all aspects of Trainee, Volunteer, and staff language learning and teaching.
• Serve as a model of dedication, commitment, and esprit de corps for both Trainees, Volunteers and staff.

COORDINATE LANGUAGE COMPONENT OF PST

- Recruit, hire and supervise PST language teachers.
- Coordinate TOT for language teachers.
- Develop PST language schedule.
- Provide feedback on language teaching effectiveness during PST.
- Organize and provide evaluative feedback to Trainees on progress in language learning.
- Promote integration among PST components.
- Work as member of the training team.
- Contribute actively in the PST site selection process.
- Provide guidance and assistance in the selection of host families for PST.

SUPPORT CONTINUED LANGUAGE LEARNING

- Organize and conduct in-service language training, according to the language learning plan for the post.
- Help Volunteers identify their needs for individual learning and provide support in dealing with tutors.
- Review and approve Volunteer tutoring plans.
- Be available for consultations with Volunteers.
- Provide guidance and support for P C staff language learning.
- Coordinate PC LPI testing.
- Conduct PC LPI tester refresher workshops.
- Manage the language tutoring program.
- Coordinate with the Admin unit regarding payments for tutoring.

LANGUAGE MATERIALS

- Recruit, hire and coordinate language teachers/materials developers.
- Involve interested Volunteers in language materials development and revision.
- Identify and purchase materials required to improve the effectiveness of the language program.

DEVELOP AND MONITOR A LANGUAGE LEARNING PLAN

- Serve as the advocate for language at post at the level of programming APCDs and Admin.
- Work to ensure integration of language into all aspects of Peace Corps programming and training.
- Actively participate in budget decisions regarding the language program.
- Develop and maintain a professional communication network with Peace Corps language specialists, other language coordinators, as well as the local teaching community.

HOW TO DO IT

SAMPLE TWO-YEAR WORKPLAN FOR LANGUAGE COORDINATOR

This sample work plan is based on one that was developed by Peace Corps Romania, and reflects the needs for that particular post. Your workplan will be different, but will probably include many of the same tasks and timelines . The years are linked to two PST training cycles and reflect tasks of a Language Coordinator beginning at a point after a PST. As a result, this plan includes both the "follow-up" tasks for one PST and the start up tasks for a second one.

YEAR ONE:

Activity	Related Tasks	Date for Completion
Language needs assessment: background analysis	• Read reports, files; review all disk materials from other language programs. • Meet with current PCVs. • Meet with current PC staff (APCDs, Admin.). • Meet with language tutors and counterparts.	Start in November. Then ongoing assessment and analysis
Developing computer skills	• Learn Word 5.0.	November
Organize language IST	• Send Needs Assessment Survey. • Organize logistics. • Find training site. • Hire teachers. • Design schedule. • Plan curriculum. • Develop Activity files. • Conduct the Language IST. • Evaluate Language IST.	December - January

Language materials development for IST	• Review IST Manual.	December
Organize the tutoring program	• Get information from Admin. Officer on PCVs' spending on tutoring . • Send out a questionnaire for PCVs about tutoring. • Contact tutors.	November throughout December
Integrate language program into the IPBS	• Develop goals and objectives for the language program. • Plan language program budget.	January
Create a system for PCVs ongoing support for language learning	• Monitor tutoring program. • Attend technical ISTs and interview PCVs on language progress. • Talk to counterparts about language issues • Create a weekly Newsletter. • Do LPI interviews at Close of Service (COS). and Mid-Service Conferences (MSC).	Start February and ongoing
Establish a network and assist neighboring countries with language issues	• Do LPI interviews at neighboring country (same language) COS. • Train LIs from another and share experience.	February March
Attend regional language conference	• Prepare materials. • Design sessions.	April
Language materials development for 1995 PST	• Determine overall structure of PST language materials. • Review all existing materials for learning target language. • Develop a SOW and hire consulting team of 2 local language teaching specialists to review PST language materials.	April May
Recruitment and hiring of language instructors for PST	• Develop SOW for language instructors. • Develop list of desired and minimum qualifications for language instructors in conjunction with PC staff. • Interview and select candidates for PST.	May Pool of teachers hired by mid-May

Organization of TOT	• Develop appropriate TOT materials and activities for 2 weekends (8 hours per weekend).	Weekend TOT begins in mid May
Materials development for invitees	• Make an audio tape with PST language training staff and PCVs to introduce Peace Corps Romania and the corresponding tape script. • Make a survival language guidebook and appropriate listening materials.	Received by PC Washington by mid-April to be sent out to Invitees through the Country Desk Unit
Language resource inventory and ordering	• Inventory current holding in Resource Center. • Order language materials through PC Romania as appropriate.	Start immediately ongoing
Work with LPI testers	• Contact and develop a good working relationship with certified PC LPI testers. • Set appropriate rates for testing and develop a comprehensive testing schedule for PCVs. • Conduct the 1-day LPI Tester Refresher Workshop prior to ratings for PST.	start immediately ongoing mid-August
Manage PST language component	• Design an integrated language program. • Monitor the language team. • Make decisions on adapting the language curriculum, assigning groups, designing schedules, etc. • Integrate cross- culture and technical components . • Inform PC staff on PCVs progress and suitability for service.	June - September
Language learning program for PC staff	• Teach Romanian to PC staff. • Help PC staff in getting language materials and assistance with language issues.	immediately and ongoing

YEAR TWO:

Activity	Related Tasks	Date for Completion
Develop program of language for specific purposes to support PCVs at work	• Survey PCVs about technical language materials. • Conduct a Needs Assessment to evaluate PCVs needs for technical language. • Do workplace site visits to collect materials, identify needs, and interview counterparts and clients. • Hire teachers to work on materials development. • Monitor the activity of the team. • Work closely with APCDs to determine the impact of language in PCVs' service and ways to improve and integrate. • Share information with the programming unit to use in site placements, site development and in writing documents such as VADs.	Start October and ongoing November
Manage an integrated language IST	• Conduct needs assessment. • Interview and contract teachers. • Design integrated sessions. • Design a " choice " IST with optional sessions to address individual needs. • Conduct the IST. • Evaluate the IST.	Start November complete January
Enhance the accountability and the effectiveness of language tutors	• Develop materials- review Tutor's Manual • Contact tutors. • Visit tutors at sites. • Monitor tutoring activities. • Do an annual survey of the tutoring program to be used for the next IPBS. • Evaluate tutoring program.	November
Enhance ongoing language learning	• Conduct language progress interviews at the Technical IST. • Interview counterparts at the Technical IST on language issues. • Do LPI interviews at MSC and COS. • Do language sessions at MSC. • Develop a framework and a monthly plan for the Newsletter "Numai Romaneste " and ask for PCVs ' contributions to it.	February

Review and develop language materials for PST	• Review lesson plans. • Review PST Manual. • Supervise the writing of the PST Workbook.	Started in November by contracting teachers Completed May
Implement a selection TOT	• Design activities for a training for selection. • Advertise the training. • Select teachers. • Conduct the training.	Start March and finish by mid May
Prepare materials for invitees	• Design a booklet of basic language. • Review the information on language sent to invitees. • Prepare an audio tape.	April
Manage the PST language program	• Improve the SOWs for teachers to combine cross-culture and language. • Integrate technical language and survival language throughout the PST. • Make all necessary decisions regarding the language program and integration with the other components. • Conduct and evaluate the PST language program.	June - September
Create a network of teachers and LSP specialists	• Attend language conferences and related events. • Visit workplaces, institutes.	As appropriate/ as scheduled

THINGS TO THINK ABOUT

WHAT QUALIFICATIONS HELP LANGUAGE COORDINATORS SUCCEED?

Although Language Coordinators' duties and responsibilities vary considerably from post to post, there are general qualifications that any effective Language Coordinator should have.

ADMINISTRATION & MANAGEMENT EXPERIENCE

Much of this job is supervision, coordination with others, making program decisions, and reporting. Other culturally significant attributes, such as age, may be of some importance. In some countries linguistic background should be considered. Experience working with an American organization might be helpful.

TEACHING EXPERIENCE

Only an experienced language teacher should be considered. This experience may be with children, college students or foreigners living in the community, but ideally the Language Coordinator has already served as an instructor for the Peace Corps. Experience in curriculum development or teacher training would be a definite plus. An advanced degree in linguistics may lend some culturally accepted status, but is not a guarantee that the individual can supervise effectively.

PERSONAL QUALITIES

The demands of the training program test everyone's patience, maturity, open mind, flexibility, good management skills, cooperative spirit and diplomacy. A Language Coordinator should exhibit these qualities in person and in work history, and should be confident of his or her knowledge. Eagerness to learn new methods and approaches is one sign of a good teacher and crucial in a good Language Coordinator as well.

JOB STANDARDS AND PERFORMANCE CRITERIA

Expectations about job standards and performance criteria will vary from post to post and director to director. But it is useful to consider how one country distinguishes between adequate job performance and superior job performance. In the five areas below, Peace Corps Romania has defined what it means to do a satisfactory or outstanding Language Coordinator.

#1. PST LANGUAGE TRAINING MANAGEMENT SKILLS

Satisfactory

- With ongoing guidance from the Director is able to plan, implement and evaluate PST Language training component.
- Identifies all technical language competencies to be addressed in training and is able to confirm or recommend changes in the existing IPBS current services budget and in personnel necessary to conduct adequate training.
- Assists the director in reviewing existing job descriptions of trainers; demonstrates satisfactory training skills in implementing TOT for language teachers; demonstrates adequate personnel management skills in supporting and directing the language training team.
- Ensures that adequate language learning materials are available, updated and revised.
- Creates additional materials whenever necessary.
- Prepares and leads language teachers in evaluation of PCTs and suggests alternative methodologies for PCTs who need special assistance or advanced learning strategies as fast learners.
- Acts as lead evaluator for deciding whether PCTs meet language standards for Volunteer service.

Outstanding

- With minimal guidance from the Director, prepares in-depth needs assessments and drafts outstanding technical language designs that creatively integrate technical language and cultural adaptation.
- Successfully plans, conducts and evaluates PST language component, with minimal guidance from the CD.
- With responsibility and dedication acts as a leader ensuring the integration of programming design and language components.

#2. LANGUAGE IST MANAGEMENT

Satisfactory

- With normal supervising guidance, adequately arranges for IST, prepares teachers for instructional time and acts as primary coordinator during the event.
- Maintains adequate records concerning past ISTs and designs satisfactory training designs.
- Teachers are hired on time and adequate IST is conducted.
- Sufficient direction is provided to PCVs and teachers.

• Adequate budget and cash flow requests are submitted to Admin. in a timely fashion, and final reports are presented on time.

Outstanding

• With minimal guidance from the director, conducts outstanding IST need assessment and on-site appraisals of Volunteer language level and specific language needs.
• Shows exceptional skill in design and teacher training and in preparation of all IST materials.
• Periodically ensures updating and revising all language materials.
• Sets a positive tone for teachers and students and exemplifies positive adult learning attitudes.
• Presents all budget projection and cash flow requests in a timely fashion, in order to insure the smooth administration of the event.
• Skillfully prepares Volunteers and testers for the assessment conducted at the end of training; designs useful IST evaluation forms for both staff and Volunteers so that focused follow-up study can begin.
• Exhibits strong leadership in motivating PCVs to attend and excel.
• Final reports are in depth, targeted and indicate next steps in language program.

#3 LANGUAGE LEARNING SUPPORT FOR PCVS

Satisfactory

• Adequately supports PCVs on-going learning by assessing their post PST and IST levels.
• Conducts evaluations at technical ISTs and MSCs and arranges for final COS testing.

Outstanding

• Based on the LPI evaluation that begins at PST and continues through IST, tailors an individual study and tutoring program for all PCVs using creative motivation techniques to enhance on-site learning experience .
• Provides additional materials to PCVs within the limits of the budget and coaches them on how to use them.
• Demonstrates enthusiasm and interest with Volunteers who have particular difficulty in learning target language, and develops individualized study programs for them.
• Manages all tutor forms effectively and processes them to the admin. unit in a timely and efficient manner.
• Starting with PST and throughout each PCVs' service, creates and maintains Language Evaluation Portfolios for PCV, to provide a comprehensive record of their progress in the language.

#4 STAFF LANGUAGE LEARNING AND SUPPORT

Satisfactory

- Provides staff with four hours of tutoring classes weekly.
- Motivates all staff to attain a working knowledge of target language.

Outstanding

- Provides US staff with tailored motivational tutoring (four hours per week) and arranges for additional hours if necessary for staff newly arrived in country.
- Provides or organizes on-going counseling and training to host country staff.
- Motivates all staff to try to excel in target language through use of programming and business terminology.
- Provides suggestions for speakers and delivers coaching for staff speaking engagements.
- When appropriate, accompanies staff on important interviews to ensure accurate understanding of staff and clients. During these interviews, points out areas where further clarity is needed.

#5 LEADERSHIP

Satisfactory

- Adequately assesses PCTs and Volunteer suitability and acts as a language learning motivator.
- Works in a team setting with normal supervisory input from CD.
- Provides adequate discipline criteria for PCTs and PCVs during training and in the field.

Outstanding

- Demonstrates a positive energetic attitude when dealing with Volunteers and staff concerning language training. Acts as a team member with APCDs and Admin.
- Consistently excels in motivating PCVs and staff to do their best in language learning efforts.
- Challenges all staff and PCVs to value the language and to use it well.
- When dealing with issues that address Volunteers and/or staff cooperation acts as a participant problem solver.
- Assesses and evaluates LIs and PCVs in a fair and analytical manner.
- Demonstrates decisiveness in disciplining and leading PCVs and LIs.

HOW TO DO IT

OBTAINING RESOURCES TO SUPPORT LANGUAGE TRAINING

GETTING MATERIALS FROM PEACE CORPS

Resource materials may be ordered through ICE or you may try to have the Country Desk Unit track down specific titles. Obtaining resource materials will usually mean spending funds from the post's budget, so it is necessary to go through request and approval procedures as established at your post. Your administrative officer or In-Country Resource Center manager can help you with specific steps to follow, depending on the kind of materials you are requesting. See the Bibliography in Section One for suggested titles.

BUDGETING AT POST FOR ROUTINE LANGUAGE PROGRAM NEEDS

Most of the money needed to support your language program is allocated by your own country's Peace Corps office, in consultation with chief of Programming and Training for your region at Peace Corps headquarters in Washington. Support for language training is part of the annual budget that your post plans for each fiscal year, which begins October 1 and ends September 30. Most of the routine needs for the language training program should be met in this way, so it is important that you participate in budget planning processes at your post.

SPECIAL FUNDING REQUESTS

From time to time, there will be needs that cannot be met by regular program budget, and you should consider requesting funds from other sources. In addition to any local sources of support, Peace Corps/Washington can be approached to help meet a number of needs. The two main possibilities there are your Region's Programming and Training chief and the Office of Training and Program Support (OTAPS).

The following are tips for increasing your chances of receiving the support you request. In addition to reviewing these suggestions, talk to other staff at your post for their help and advice.

FOR ALL REQUESTS

- Send in your request well ahead of time. Requests should reach Washington at least two months before the resources are needed, longer if the request involves a US consultant.
- Explain the reason for the request as fully as possible, so that folks at Peace Corps Washington understand why you need help, not just what you want to spend the money on.
- Indicate the outcomes that will result if you receive support, describing the benefits to Peace Corps Volunteers.
- Include a brief draft budget with proposed timelines and personnel roles.
- Describe how you will monitor the proposed activity and report on it.

FOR OTAPS REQUESTS

- Use the appropriate forms, currently the OTAPS Activity Request Form.
- Direct your request to the appropriate OTAPS office, usually the Language Training Specialists.
- Your request for support will have the best chances of success if it has the following characteristics:

- It is an **innovation** and not just a usual training expense. For example, if a request for support for a language IST will probably not be supported. In contrast, OTAPS might say yes to a request for funds to develop a reference book of the "The Fifty Most Common PCV Language Problems," based on needs assessment results from the past three years of ISTs.
- It results in a product that could **benefit other posts**, e.g., a TOT design or manual of tutor training tips for PCVs.
- It involves **participation or support from outside the language program** itself, such as the Health APCD at your post or the Environment Sector of OTAPS.
- It has **sustainability** and is not something you are going to need to request outside funds for again and again. This is why OTAPS Language Training Specialists support requests that involve developing manuals to support tutoring rather than requests to support workshops to train tutors in the field.

TIPS FROM THE FIELD

DEALING WITH PEACE CORPS: HOW TO BE MORE EFFECTIVE IN YOUR JOB

Here are suggestions from Language Coordinators to help you be more effective in your job:

GETTING MATERIALS AND EQUIPMENT

- Find out about current training initiatives and funding levels for project areas, and know your language budget.
- Plan early to include everything necessary in the budget, merging your requests with compatible requests from other sectors, or even other posts.
- Talk to your regional computer person about needs and possibilities.
- Do your homework before requests, so that stated costs are accurate.
- Explain why you need equipment and show what can be done with it.
- Have a "wish list" of items ready in August for end of the year money. There's often money available at the end of the fiscal year in September.

SURVIVING AS PEACE CORPS STAFF

- Always document your work.
- Talk to staff about what you're doing, not only to the Program and Training Officer (PTO) or Training Director (TD), but also the Country Director (CD) and Associate Peace Corps Directors (APCDs).
- Share your accomplishments and concerns with staff at other posts, the region, and OTAPS.
- Ask other staff about what they're doing.
- Invite other people to your events, and ask for their help
- Take part in meetings at your post. Attend mid-cycle and final reviews.

- Make sure that there is an understanding at post of your duties and responsibilities (as stated in your SOW).
- Invite Peace Corps staff to teachers' meetings, as appropriate.
- Work with your Training Officer or CD on developing the budget.
- Ask to be included in the budget planning process.
- Remember "The 5 P's" of Peace Corps: be proactive, persistent, patient, phlexible and phunny.
- Don't give up! Remember there are other opportunities and resources, and you can always try again next year.